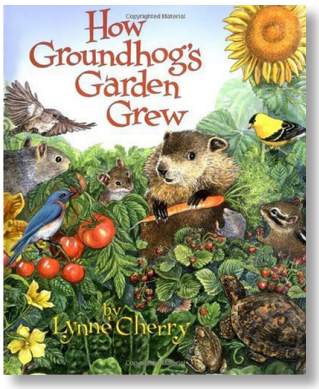
HOW GROUNDHOG'S GARDEN GREW

BY LYNNE CHERRY



GRADES: K - 5

READING LEVEL: 3.7

OBJECTIVES: Students will be able to: I) Identify 3 vegetables that come from different parts of plants. 2) Name 3 benefits to eating a variety of vegetables every day. 3) Create a plan for an upcoming week to eat a different fruit or vegetable each day.

SUMMARY

Little Groundhog enjoyed eating fresh fruits and vegetables. He enjoyed them so much that he would sneak in to eat them from the gardens of his neighbors. One day, Squirrel caught him eating vegetables that weren't his, and Little Groundhog was very embarrassed. Squirrel came up with the idea of teaching Little Groundhog how to plant seeds so that he can grow his own vegetable garden. Once he learned how, Little Groundhog discovered how much more delicious-tasting fruits and vegetables could be. Perhaps he enjoyed them more because he was proud of growing them from seeds, giving them water and sunshine, watching them grow, and sharing them with his friends at harvest time. Little Groundhog discovered that there are many rewards to growing and serving vegetables that you yourself have grown.

IS IT A STEM? IS IT A ROOT? OR IS IT A FLOWER OR A FRUIT?

In order to have a successful and thriving vegetable garden, Groundhog had to carefully plan the layout so that each plant would receive the sunlight it needed to grow. He had to know which plants had similar properties so he would know where to plant them. Can you think of fruits or vegetables that have similar characteristics that can be grouped together?

Using the table on the right, discuss with the students the different types of vegetables, their physical characteristics, and some examples of vegetables within each category. Before telling them the examples that are listed, ask for class participation to see if the students can correctly guess some vegetables that belong within each category. Use a Tree Map® to create categories of different types of vegetables as the students volunteer their answers.

Type of Vegetable	Major Crops	Examples
Leafy Vegetables	• Possess an abundance of green leaves	• Collard Greens • Spinach • Cabbage • Brussels sprouts • Lettuce
Bulb Vegetables	• Possess shape of a bulb • Roots grow directly out from underneath • Stems and leaves grow out from top	• Onions • Garlic • Leeks • Chives
Stem Vegetables	• Possess stems of varying lengths that can be eaten	• Asparagus • Celery • Fennel • Rhubarb • Swiss Chard
Fruit Vegetables	• Contain seeds of the plant inside them	• Avocado • Bell pepper • Zucchini • Tomato • Pumpkin • Eggplant • Cucumbers • Olives
Roots and Tuberous Vegetables	• Grow underneath the soil	• Potatoes • Yams • Beets • Carrots • Jicama • Turnips • Parsnips
Flowering Vegetables	• Have the shape of a flower • Can look like small, tightly-packed clusters of flowers	• Broccoli • Cauliflower • Artichoke • Squash blossom
Podded Vegetables (Legumes)	• Seeds that are found inside two-sided pods	• Black-eyed pea • Chickpea (Garbanzo) • Fava Bean • Green Bean

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ACTIVITY: WHICH DOES NOT BELONG?

This can be done together as a class or can be handed out as individual worksheet. In each grouping, there are 5 vegetables. One of them is different and does not belong there based on the part of the plant it comes from. Mark a big "X" over the vegetable that does not belong. Afterwards, with the vegetables that remain, decide what type of vegetables each grouping represents and write it below. Discuss with the students the common characteristics that make up each group, and to which group the one vegetable marked with an "X" belongs.

Brussels Sprouts

Romaine Lettuce

Parsnip

Cabbage

Collard Greens

These are _____ vegetables, the _____ belongs to the _____ group.

Onion

Green onions

Tomato

Leek

Garlic

These are _____ vegetables, the _____ belongs to the _____ group.

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Celery

Fennel

Rhubarb

Asparagus

Turnip

These are _____ vegetables, the _____ belongs to the _____ group.

Pumpkin

Avocado

Bell Peppers

Eggplant

Pinto Beans

These are _____ vegetables, the _____ belongs to the _____ group.

Carrots

Beet

Spinach

Potato

Jicama

These are _____ vegetables, the _____ belongs to the _____ group.

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Broccoli

Artichoke

Squash Blossom

Cucumber

Cauliflower

These are _____ vegetables, the _____ belongs to the _____ group.

Peas

Lima Beans

Pumpkin

Peanuts

Garbanzo Beans

These are _____ vegetables, the _____ belongs to the _____ group.

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CHANGE IS GOOD... AND GOOD FOR YOU.

Fruits and vegetables contain several important vitamins and minerals including potassium, dietary fiber, folate (folic acid), vitamin A, vitamin E, and vitamin C that our bodies need for many important uses. Fruits and vegetables are also a good source of fiber, which helps keep our digestive systems regular and our energy levels steady. Emphasize to the students the importance of eating a variety of vegetables in order to get their fullest benefits. While eating the same fruit or vegetable every single day gives us certain nutrients, it can prevent us from receiving other types of nutrients our bodies need that are contained in other fruits or vegetables.

Nutrient	Benefit	Source
Potassium	Important for maintaining fluid balance, and for proper nerve and muscle function.	Bananas, peaches, apricots, cantaloupe, honeydew, oranges, potatoes, beans, tomatoes, spinach
Vitamin C	For growth and repair of all body tissues, helps in healing cuts and wounds, and keeps teeth and gums healthy.	Lemons, limes, red bell peppers, kale, Brussels sprouts, mustard greens, leeks
Folate	Helps the body form red blood cells	Beans, asparagus, melons, oranges, spinach

Optional Activity: Ask the students to construct 2 to 3 sentences or a short paragraph about the different ways that eating a variety of vegetables can benefit their bodies.

In the book, we are shown how Little Groundhog, Squirrel, and their friends gathered seeds in the fall, stored them in the winter, planted them in the spring, did weeding and watering in the summer, and had a rich bounty of vegetables on which they feasted in the fall. Deciding when to plant a fruit or vegetable depends on its harvest season.

- Winter fruits and vegetables are generally planted in the springtime so they'll be ready to pick and eat by fall/early winter.
- Fall fruits and vegetables are generally planted in late spring and summer.
- Summer fruits and vegetables, are generally planted in late winter or early spring.
- Spring fruits and vegetables are planted in the fall and winter.

Some plants take a long time to bear fruits or vegetables after they are planted, while others bear their produce in just a few short months. Lemons, for example take 4-7 years to bear fruit, while zucchini can be ready to pick about 2 months after planting. Also, depending on the variety, some fruits and vegetables are available for more than just one season.

Winter Fruits and Vegetables	Spring Fruits and Vegetables	Summer Fruits and Vegetables	Fall/Autumn Fruits and Vegetables
Brussels Sprouts, Cabbage, broccoli, cauliflower, celery, fennel, kale, kiwi fruit, leeks, mandarins, parsnips, persimmons, potatoes, winter squash (butternut, spaghetti, banana & acorn squashes, also pumpkins), sweet potatoes, tangerines, turnips	Artichokes, asparagus, cantaloupes, cherries, cucumbers, green onions, leeks, lemons, lettuce, radishes, snow peas, strawberries, sweet onions	Apricots, avocadoes, blackberries, blueberries, boysenberries, cantaloupes, cherries, chilies, corn, cucumbers, eggplant, figs, garlic, gooseberries, grapes, green beans, lemongrass, mangoes, melons, marionberries, nectarines, okra, valencia oranges, onions, peaches, radishes, raspberries, sweet peppers, plums, zucchini, yellow squash, strawberries, watermelons	Apples, artichokes, broccoli, Brussels sprouts, cabbage, celery, cauliflower, fennel, figs, garlic, grapes, green beans, green onions, kale, leeks, lemongrass, limes, okra, parsnips, pears, persimmons, pomegranates, pumpkins, radishes, winter squash (butternut, spaghetti, banana & acorn squashes, also pumpkins), sweet potatoes, turnips

ACTIVITY: Start a class discussion with the students about the different ways that fruits and vegetables can help their bodies and ask them to share ideas about different ways they have eaten fruits and vegetables. Go over the fruits and vegetables above that are currently in season. Encourage them to eat a different fruit or vegetable every day. Remember that fruits and vegetables may be available for more than one season. Again, emphasize the importance and benefits of including a wide variety. Assign to them the worksheet on the following page, which helps them outline a plan for eating a different fruit or vegetable every day.

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MY PLAN FOR EATING FRUITS AND VEGETABLES EACH DAY

MONDAY

Today, I will try _____. I plan to eat it at _____. I can get
(fruit or vegetable) (ex. breakfast/lunch/dinner/snack time)

some from _____. I will eat it _____.
(our tree/home/cafeteria/where?) (by itself/or in a recipe called___)

TUESDAY

Today, I will try _____. I plan to eat it at _____. I can get
(fruit or vegetable) (ex. breakfast/lunch/dinner/snack time)

some from _____. I will eat it _____.
(our tree/home/cafeteria/where?) (by itself/or in a recipe called___)

WEDNESDAY

Today, I will try _____. I plan to eat it at _____. I can get
(fruit or vegetable) (ex. breakfast/lunch/dinner/snack time)

some from _____. I will eat it _____.
(our tree/home/cafeteria/where?) (by itself/or in a recipe called___)

THURSDAY

Today, I will try _____. I plan to eat it at _____. I can get
(fruit or vegetable) (ex. breakfast/lunch/dinner/snack time)

some from _____. I will eat it _____.
(our tree/home/cafeteria/where?) (by itself/or in a recipe called___)

FRIDAY

Today, I will try _____. I plan to eat it at _____. I can get
(fruit or vegetable) (ex. breakfast/lunch/dinner/snack time)

some from _____. I will eat it _____.
(our tree/home/cafeteria/where?) (by itself/or in a recipe called___)

SATURDAY

Today, I will try _____. I plan to eat it at _____. I can get
(fruit or vegetable) (ex. breakfast/lunch/dinner/snack time)

some from _____. I will eat it _____.
(our tree/home/cafeteria/where?) (by itself/or in a recipe called___)

SUNDAY

Today, I will try _____. I plan to eat it at _____. I can get
(fruit or vegetable) (ex. breakfast/lunch/dinner/snack time)

some from _____. I will eat it _____.
(our tree/home/cafeteria/where?) (by itself/or in a recipe called___)

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CALIFORNIA CONTENT STANDARDS

Kindergarten: Reading Comprehension 2.2 Use pictures and context to make predictions about story content. 2.3 Connect to life experiences the information and events in texts. 2.5 Ask and answer questions about essential elements of a text.

Grade One: Reading Comprehension 2.2 Respond to who, what, when, where, and how questions. 2.3 Follow one-step written instructions.

Grade Two: Reading Comprehension 2.4 Ask clarifying questions about essential textual elements of exposition [e.g., why, what if, how]. 2.5 Restate facts and details in the text to clarify and organize ideas. 2.7 Interpret information from diagrams, charts, and graphs. 2.8 Follow two-step written instructions.

Grade Three: Reading Comprehension 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. 2.4 Recall major points in the text and make and modify predictions about forthcoming information. 2.5 Distinguish the main idea and supporting details in expository text.

Grade Four: Reading Comprehension 2.4 Evaluate new information and hypotheses by testing them against known information and ideas. 2.5 Compare and contrast information on the same topic after reading several passages or articles.

Grade Five: Reading Comprehension 2.I Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

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